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ABSTRACT

Administrators and their teaching staffs share responsibility for meeting federal, state, and district mandates regarding the delivery of educational services. Assessment and action plans, which grow from the partnership between the principal and teacher, are the key to improving student learning and performance. Year-end improvement plans are most effective if they begin with an assessment of teacher strengths. This guide provides 60 proficiency categories for use in improvement plans, and includes 600 proficiency assessment statements in 60 different categories. These assessment categories include accountability, curriculum knowledge, curriculum management, discipline, instructional delivery, leadership skills, managing diversity, professional development, relationships with parents and community, relationships with colleagues, habits, motivation, student behaviors, use of technology, and time management. The guide also includes vocabulary aids for use in improvement plans, and a plan organizer listing proficiency categories. Administrators can use the organizer to assemble a professional improvement plan tailored to their particular needs. This plan can be used to promote accountability through use of the provided progress reports to measure teacher improvement. Self-assessment tools allow teachers to contribute to the assessment process prior to completion of improvement plans. The most critical components of an effective improvement plan are suggestions for improvement and action plans, and this guide includes numerous writing suggestions and a wide array of sample improvement plans. This work concludes with a brief list of frequently asked questions, including questions regarding the applicability of the suggestions to unique school circumstances, the durability of the guidance given rapid changes in education, and the use of the enclosed CD-ROM of forms. (TEJ)

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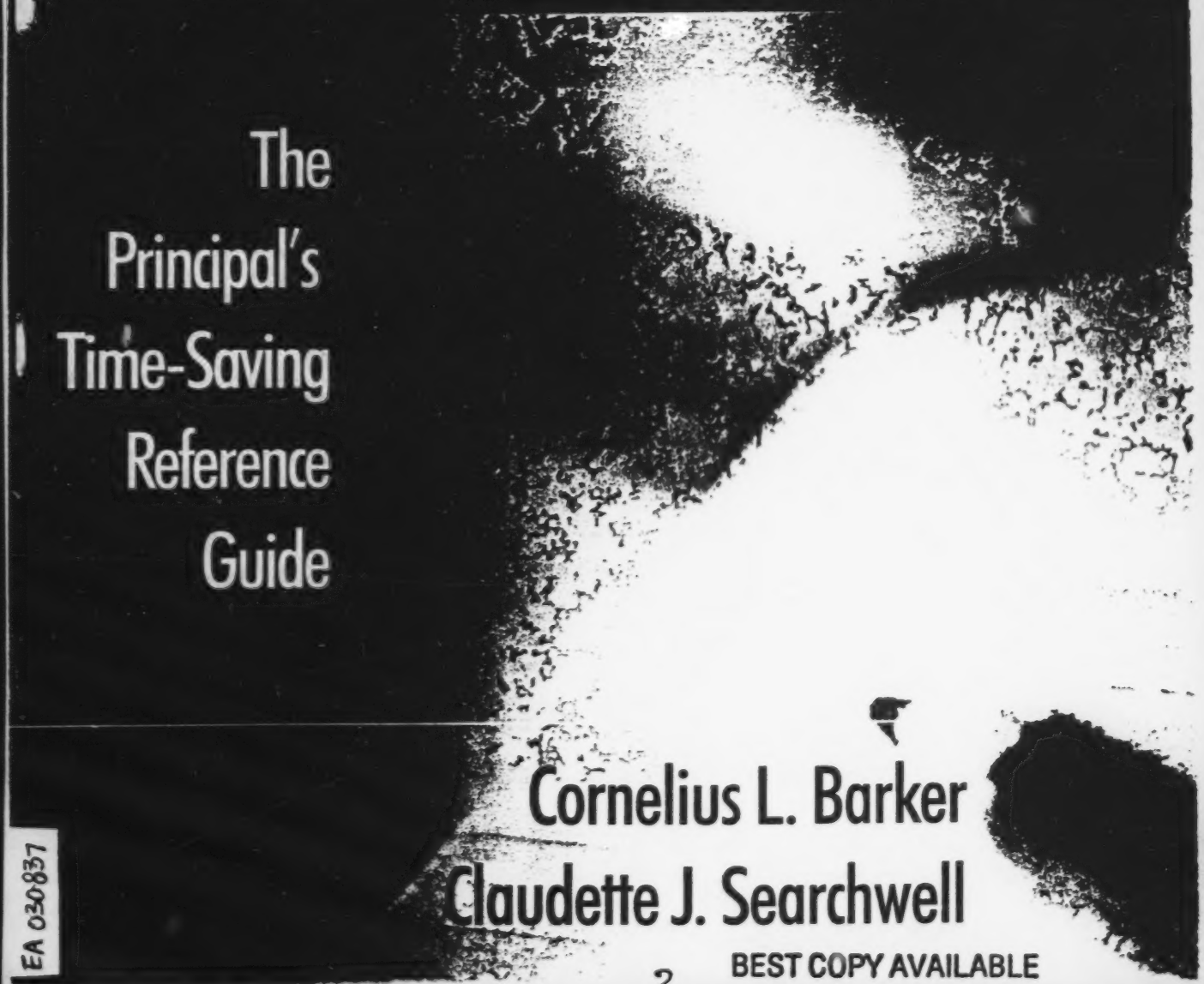

The Principal's Time-Saving Reference Guide

Cornelius L. Barker
Claudette J. Searchwell

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Cornelius L. Barker
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PREFACE

Administrators and their teaching staffs share responsibility for meeting federal, state, and district mandates regarding the delivery of educational services. Thus, they are required to demonstrate progress and outline objectives for future development.

The year-end improvement plan (also called a professional improvement plan, or PIP) is a summary document that the principal prepares for each member of the teaching staff. First, the assessment component of the plan helps in recording teacher strengths and weaknesses. Then, the improvement component guides the strategic planning for teacher improvement for the coming school year.

Writing Year-End Teacher Improvement Plans—Right Now!! is about real-world practice, not theory. It simplifies the complicated, time-consuming task of writing professional improvement plans by providing 600 teaching performance benchmark statements, teacher self-assessment and progress forms, samples of completed improvement plans, and additional strategies. Written for the busy administrator, this book provides all of the tools needed to prepare concise, personalized, and professional teacher improvement plans—in half the time!

ABOUT THE AUTHORS

Cornelius L. Barker is a much sought-after lecturer for school and community groups on the subject of current cognitive and behavioral trends exhibited by today's youth. His career in education has spanned more than 25 years in the capacity of classroom teacher and administrator at both the elementary and secondary levels.
He currently serves as a building administrator in a large secondary school.

Claudette J. Searchwell is a member of the adjunct staff at Kean University, Union, New Jersey, serving as a clinical supervisor of preprofessional student teachers and precertification senior interns in a professional development school. She is also a retired elementary school principal who enjoyed a 34-year career in the public schools. Her service in the field of education included posts as classroom teacher, assistant director of a federal basic skills program, coordinator of citywide after-school and summer programs, assistant principal, and principal.

Introduction

Why Is This Book Needed?

As instructional leaders, building administrators must evaluate and address teaching practices that impact student learning. Teachers are responsible for direct instruction and must be provided with the proper supervision, support, and tools with which to meet their objectives. Teachers expect to be evaluated, and they value the feedback, guidance, and assistance they receive in the process. The partnership formed between the principal and the teacher, and the resultant assessment and action plans that grow out of that partnership, is key to improving student learning and performance. Assessing the annual performance of teachers and planning for the coming school year thus becomes a collaborative effort. *Writing Year-End Teacher Improvement Plans—Right Now!!* makes that collaboration positive and productive by providing all of the components necessary to formulate comprehensive annual improvement plans.

Forms are provided that help administrators

- Quickly review and record personally selected benchmark areas
- Identify and record demonstrated strengths in teaching performance
- Pinpoint and record areas requiring improvement
- Construct salient suggestions for improving performance
- Review the achievements made by teachers during the previous year
- Complete year-end teacher improvement plans quickly and easily
- Chart ongoing progress as teachers work toward meeting objectives

Teaching professionals are expected to implement the most effective educational strategies for their students. Principals must support them by facilitating their efforts to actualize their goals and objectives. Teachers must engage in a continuous cycle of providing quality instruction, assessing results, and reconfiguring instructional techniques in order to maximize student achievement. Reflective analysis of personal and

professional practices, and their outcomes, is also essential for reaching sound objectives. It is important that year-end planning reflect the best practices culled from professional training, classroom experiences, and assessments made during each school year.

Components and Instructions

The form titled "Year-End Improvement Plan" (see Part II, "Reproducible Forms") helps you approach the task of writing an improvement plan in an organized and systematic way. The form is divided into two sections. The first section addresses the proficiency assessment, and includes Overall Strengths and Areas Needing Improvement. The second section addresses the improvement plan, including Suggestions for Improvement and Actions to Be Taken. Following are the basic instructions for completing this form.

SECTION ONE: YEAR-END ASSESSMENT

Overall Strengths

Any written plan for improving teaching performance will be more effective if it starts with praise. By pointing out areas in which a teacher excels, and by describing those strengths with well-crafted statements, the principal gains credibility with the teacher. You are demonstrating that you are familiar enough with the teacher's professional performance to recognize strengths as well as weaknesses. The teacher will feel validated by the praise and will be more receptive to statements identifying areas that require improvement.

The first section of the Year-End Improvement Plan asks you to provide statements demonstrating a teacher's *overall strengths*. The designated strengths should reflect areas in which the teacher has shown sustained, exemplary performance throughout the school year.

For this section of the plan, scan the 60 Proficiency Categories found in Part I, noting that 10 related statements follow each of the 60 categories. Select the statements that best represent the overall performance of each individual teacher. You may also wish to consult the Vocabulary Aids section in Part I, where over 200 action verbs are provided for you.

You can use the verb found in each statement or substitute one from the supplemental list that you feel works better.

Areas Needing Improvement

In this section of the Year-End Improvement Plan, the principal lists the areas in which the teacher could improve, again selecting from the 60 Proficiency Categories. However, you may decide *not* to insert an accompanying statement. Simply pointing out the proficiency category (or categories) that requires improvement shows the teacher which overall area to focus on, without dwelling on the underlying reasons. On the other hand, you may select an assessment statement to accompany a proficiency category. These statements are found in the 600 Proficiency Assessment Statements (see Section 2) directly following the 60 Proficiency Categories (see Section 1). Keep in mind that identifying too many areas in one year-end report may be daunting, even demoralizing, to the teacher. He or she might find it difficult to remedy all of the cited areas over the course of the next school year.

SECTION TWO: YEAR-END IMPROVEMENT PLAN

Suggestions for Improvement/Action Plans

This section, a most important part of the plan, sets the stage for the teacher's actions during the next school year. Here you elaborate on the categories listed in Areas Needing Improvement and give concrete suggestions that are specific to each area. To complete this section, turn once again to Section 2 and the 600 Proficiency Assessment Statements. Select the most appropriate statements that suggest action activities. You may want to edit these statements to begin "Needs to . . ." in order to emphasize the action plan. Adding clinical observation statements will personalize each plan and provide even more specific steps that the teacher can follow.

The following example shows how the statements are used to articulate and suggest improvement actions.

Example: (Category 26: Mandated Programs; Statement e)

Suggestion for Improvement/Action Plan

1. Comply with district and statewide professional development mandates

Or

1. Needs to comply with district and statewide professional development mandates

Or (by adding clinical observation statements)

1. Comply with district and statewide professional development mandates by enrolling in citywide Five-Plus Training Program

An example of a completed year-end plan and follow-up progress report is presented at the end of this Introduction; additional sample plans can be found in Part III, Section 9.

The Year-End Plan

Part II presents four reproducible forms to use when preparing and completing a year-end improvement plan—the Improvement Plan Organizer, the Year-End Improvement Plan, the Improvement Plan Progress Report, and the optional Teacher Self-Assessment Form.

The first form is the Improvement Plan Organizer. By quickly scanning the 60 Proficiency Categories at the top of the organizer, then choosing those that reflect the teacher's strengths and weaknesses, you can collect and organize all of the basic information needed to write an improvement plan. Next, read through the 10 proficiency statements (found in Section 2) that accompany each proficiency category. Choose the statements that best represent the suggested action and add the corresponding letter (e.g. Category 26, Statement e, or 26e) to the appropriate category. You can then translate the coded entries onto the Year-End Improvement Plan form at your leisure.

You may want to use the third form—The Improvement Plan Progress Report—to increase your ability to manage instruction and promote teacher accountability. This report is to be completed by the teacher, who uses it to address the suggestions noted under Areas Needing Improvement. The report reveals progress made within a specified time frame and lays out subsequent steps to be taken during the next designated evaluation period. The report also allows time for improvement plans to be adjusted or for alternative administrative steps to be taken if necessary. Progress

should be monitored throughout the year so that teacher improvement (or lack of improvement) will be well-documented.

The last form—the Teacher Self-Assessment Form—is optional. This form can be given to teachers prior to a classroom observation and they can use it to identify areas that they believe are their strengths and weaknesses. On the day of the classroom observation, the teacher submits the completed self-assessment form to the principal, who then monitors the selected areas and incorporates the teacher's comments into the year-end improvement plan. Most teachers like to feel involved in their evaluations; the self-assessment form allows them to participate.

What a Good Written Plan Looks Like

In the sample year-end plan that follows, the categories and statements that were chosen are provided.

Teacher Profile: *Ms. A. Pleasant shows great interest in each student in her 6th grade class. She enthusiastically collects articles and searches the Internet in order to gather ideas on ways to enrich her program. However, she fails to keep accurate assessment records on her students. She becomes flustered because she always seems to be "catching up" with her reports. Student portfolios are in a sad state of disarray.*

Ms. Pleasant is an asset to the Pine Tree Middle School because she works so well with her class, but she would be even more productive if she could pull her paperwork together.

YEAR-END ASSESSMENT AND IMPROVEMENT PLAN

Name Ms. A. Pleasant

Department or Discipline _____ *Grade* 6

School Pine Tree Middle Shool *Date* 0/00/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Demonstrates knowledge of the academic development and principles of learning related to middle school students. (23i)
2. Enhances instruction by providing supplemental information related to the subject being taught. (12g)

3. Maintains a professional demeanor. (40b)

B. Areas Needing Improvement

1. Organization (33)
2. Record Keeping (43)

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement/Action Plans

1. Use a computer software program to better organize classroom-materials. (33e, j)
2. Involve parents as volunteers to assist with organization in the classroom. (34i)
3. Keep accurate portfolio records by using model outlined during October/December teacher workshops held at Overton School. (43e, and specific clinical observation).

In her follow-up conference, held in late November, Ms. Pleasant submitted her follow-up report (see Figure I.1).

Figure I.1 Year-End Improvement Plan Progress Report

YEAR-END IMPROVEMENT PLAN PROGRESS REPORT

Name Ms. A. Pleasant

Department or Discipline _____ *Grade* 6

School Pine Tree Middle Shool *Date* 0/00/XX

	Reporting Period 9/12/XX	Reporting Period 11/XX/XX
AREA(S) NEEDING IMPROVEMENT	1. Organization 2. Record Keeping 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
ACTIONS TAKEN	1. Parent volunteers 4 hrs. per week (filing help) 2. Attended "The New Portfolios workshop," 10/5/XX 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
LIST OTHERS INVOLVED	1. Mrs. Vera Tiles, parent volunteer.	1. _____
DATE SUBMITTED	11/17/01 Initials (AP)	__/__/__ Initials ( )
	REVIEWED BY: _____	REVIEWED BY: _____

Part I

BUILDING BLOCKS OF THE IMPROVEMENT PLAN

This section contains

- 60 Proficiency Categories
- 600 Proficiency Assessment Statements
- Vocabulary Aids

Section 1

60 Proficiency Categories

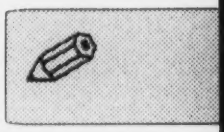
Use the following reference list to quickly and easily scan the various categories found in the 600 Proficiency Assessment Statements in Section 2. Choose the topic that best reflects the competencies you wish to explore in order to record teacher performance.

1. Accountability
2. Administration
3. Affective Domain
4. Anticipatory Set
5. Assessment
6. Behavior Modification
7. Clarity
8. Closure
9. Creativity
10. Critical Thinking
11. Curriculum Delivery
12. Curriculum Knowledge (Knowledge of Content)
13. Curriculum Management
14. Discipline (Classroom Management)
15. Evaluation
16. Extracurricular Activities
17. Feedback to Students
18. Goal Setting for Students
19. Guidance
20. Instructional Delivery
21. Instructional Diversity

22. Leadership Skills
23. Learning Styles (Multiple Intelligences)
24. Lesson Objectives
25. Managing Academic Diversity
26. Mandated Programs
27. Materials
28. Motivating Students
29. Motivating Students (Professional Practices)
30. Multiculturalism
31. Noninstructional Duties
32. Nontenured Teacher
33. Organization
34. Parent Involvement
35. Personal Habits
36. Physical Plant (Creativity/Aesthetics)
37. Physical Plant (Instructional Space)
38. Planning (Lesson Plans)
39. Professional Development
40. Professional Habits (Personal)
41. Professional Habits (Workplace)
42. Rapport With Students
43. Record Keeping
44. Relationships With Colleagues
45. Relationships With Parents and Community
46. School Climate
47. Self-Assessment
48. Self-Esteem (Students)
49. Self-Motivation (Students)
50. Special Needs (Special Education)
51. Standards and Practices
52. Student Behaviors
53. Students First
54. Supplemental Practices

55. Supporting Students
56. Teacher as Mentor
57. Technology (Professional Use)
58. Technology (Student Centered)
59. Test-Taking Skills
60. Time Management

Section 2



600 Proficiency Assessment Statements

This section represents the core of *Writing Year-End Improvement Plans—Right Now!!* Following are the 60 Proficiency Categories from Section 1, and 10 accompanying assessment statements for each category—a total of 600 statements to help you create personalized professional improvement plans for every teacher.

1. Accountability

a. Demonstrates a willingness to accept responsibility for student outcomes.

b. Recognizes constraints that hinder student progress and takes steps to remedy those constraints.

c. Practices self-reflection and encourages students to do the same.

d. Evaluates effectiveness of instruction via (follow-up activities, quizzes, tests, feedback from students, various forms of assessment).

e. Researches current theories and practices regarding (professional accountability, performance-based compensation).

f. Considers the broad concept of personal accountability before drawing conclusions.

g. Shows a willingness to participate in professional initiatives and takes responsibility for reaching sound outcomes.

h. Takes teaching activities through to a logical conclusion and evaluates outcomes.

i. Demonstrates an awareness of the larger school community and shares accountability for school-based initiatives.

j. Maintains a professional portfolio reflecting professional achievements.

2. Administration

a. Applies administrative suggestions in a timely and effective manner.

b. Remains open to administrative suggestions for professional improvement.

c. Performs duties in a manner consistent with administrative requests.

d. Works effectively with administrators in order to reach school objectives.

e. Maintains a positive rapport with the administrative staff.

f. Takes advantage of opportunities to collaborate with administrators regarding (curriculum, materials, equipment, resources, physical plant, student discipline, school mission, school objectives, school climate, special events).

g. Complies with administrative and/or district (guidelines, policies, suggestions, requests).

h. Is responsive to administrative suggestions.

i. Understands and supports the principal's role in the school organization.

j. Implements constructive suggestions provided by administrators and/or supervisory personnel during/after (conferences, observations, evaluations).

3. Affective Domain

a. Anticipates student needs and renders appropriate assistance when necessary.

b. Maintains a positive rapport with students.

c. Communicates effectively with students, using language students can understand.

d. Strives to meet student academic and/or emotional needs.

e. Establishes a network of assistance for students through (peer liaisons, mentors, counselors).

f. Listens to and advises students in need.

g. Maintains a firm and caring classroom atmosphere.

h. Sustains an interest in the development of each student.

i. Provides help, support, and encouragement to all students.

j. Facilitates the rapid assimilation of new students into the classroom.

4. Anticipatory Set

a. Elicits interest in subject matter by developing thought-provoking lesson introductions.

b. Establishes a "hook"—tangible teaching aid—to stimulate interest in the topic to be discussed.

c. Opens the lesson by conducting a(n) (review of prior material, discussion, experiment, activity related to the topic).

d. Relates lesson content to previous and/or future learning.

e. Avoids opening the lesson without preparing students.

f. Researches pedagogy related to anticipatory set activities.

g. Consistently models expected behaviors.

h. Clearly relates lesson objectives to the subject (matter, theme) being introduced.

i. Clearly communicates expectations for learning.

j. Conducts opening activities that establish a framework for presenting new skills.

5. Assessment

a. Utilizes appropriate and effective assessment tools, including (tests, quizzes, portfolio assessments).

b. Uses a variety of evaluation strategies, including (student self-assessments, oral recitations, visual presentations, narratives, research projects, technological presentations, peer review, group assessment, committee review).

c. Conducts (early, frequent) assessments of student progress.

d. Evaluates and assesses student performance through (observation, test analysis, verbal/nonverbal polling).

e. Develops plans for remedial action based on student test performance.

f. Establishes appropriate rubrics to accurately assess comprehension and mastery.

g. Establishes clear standards of excellence.

h. Upgrades evaluation criteria to sustain a high level of student achievement.

i. Demonstrates correlation between recorded (marks, grades, analyses) and student (portfolios, report cards, folders).

j. Collaborates with specialists to assess student (needs, progress, aptitudes, strengths, weaknesses).

6. Behavior Modification

a. Devises and implements effective behavior modification techniques.

b. Employs positive reinforcement and encouragement to promote good behavior.

c. Creates a firm but fair classroom environment.

d. Anticipates factors that negatively or positively impact (behavior, academic achievement, development).

e. Identifies conflicts between students and seeks solutions.

f. Involves students in conflict resolution activities, including (peer mediation, peer mentoring, peer leadership, mock court proceedings).

g. Enforces behavior modification to protect student dignity and create minimal disruption of classroom activities.

h. Develops and implements strategies to engage disaffected students in classroom activities.

i. Provides (alternate, supplemental) assignments for students who have legitimate reasons for being unprepared.

j. Clearly defines and articulates (classroom, school, district) standards of behavior.

7. Clarity

a. Explains and reinforces skills to be taught.

b. Presents information in a logical and concise (manner, sequence).

c. Is attentive and responsive to student questions.

d. Expends the time necessary to attain desired results.

e. Provides information that is (current, accurate, appropriate) for student ability levels.

f. Relates subject matter to real-world situations to demonstrate relevance.

g. Sets forth clear, focused (benchmarks, criteria) for (achievement, success, progress).

h. Connects lesson objectives and student activities.

i. Clearly defines core concepts of the subject matter.

j. Gives clear directions and explanantions.

8. Closure

a. Provides assignments based on student needs.

b. Assigns homework related to current classroom topics and targeted to student (needs, deficiencies, strengths).

c. Manages time to allow for (closure, summary) activities.

d. Conducts (closure, summary) activities throughout the lesson as new information is introduced.

e. Develops a variety of ways to (summarize, assess the understanding of) newly acquired skills.

f. Summarizes key elements of the lesson with relevant closure activities.

g. Provides closure activities that support the lesson objectives.

h. Checks frequently for understanding.

i. Assesses lesson effectiveness based on the extent to which goals were achieved.

j. Provides sufficient time for students to practice newly acquired skills and demonstrate mastery.

9. Creativity

a. Provides opportunities for students to express their creativity.

b. Attends (workshops, classes, demonstrations) that teach creative (ideas, approaches).

c. Researches creative (projects, ideas, activities) by reading professional (magazines, journals, publications).

d. Makes subject matter "come alive" through the use of creative (projects, materials, approaches).

e. Consults with (colleagues, specialists) to gain (insight, ideas, assistance) for planning creative lesson activities.

f. Brainstorms with others to formulate creative (activities, lesson plans).

g. Develops innovative (programs, lessons, activities, techniques, strategies) to promote interest in learning.

h. Develops a (project-based, thematic) approach to instruction.

i. Maintains curriculum requirements when planning theme-based units.

j. Uses vivid and expressive language to enhance the learning experience for students.

10. Critical Thinking

a. Helps students develop critical-thinking skills.

b. Poses questions requiring (open-ended, higher-order) thinking.

c. Trains students in (problem solving, thinking and reasoning, decision making, inquiry).

d. Emphasizes the importance of reasoning skills.

e. Fosters inquiry and constructive interactions between students.

f. Employs strategies that promote student intellectual abilities and problem-solving skills.

h. Requires students to share their reasoning processes by elaborating on their answers.

h. Poses thought-provoking (follow-up, exploratory, motivational) questions.

i. Structures lessons so that critical thinking is a natural extension of lesson activities.

j. Helps students develop analytical problem-solving skills and work through complex principles in order to reach logical conclusions.

11. Curriculum Delivery

a. Shows (enthusiasm, resourcefulness) when delivering instruction.

b. Explores different ways to make subject "come alive."

c. Encourages students to actively participate during the delivery of instruction.

d. Utilizes (hands-on instruction, whole-class instruction, cooperative learning, technology, learning centers, thematic units, group/ individualized/research projects) to enhance instruction.

e. Teaches for cognitive (understanding, mastery).

f. Presents the lesson in logical sequence.

g. Teaches at a concrete level of comprehension, using (manipulatives, diagrams, maps, audiovisual devices, computers).

h. Teaches at an abstract level of comprehension, allowing students to discover outcomes.

i. Facilitates successful outcomes by delivering (hands-on instruction, creative approaches to learning).

j. Structures lessons to include anticipatory set as well as closure activities.

12. Curriculum Knowledge (Knowledge of Content)

a. Reviews the year's curriculum goals at the beginning of the term.
b. Uses grade-level curriculum guides.
c. Masters adaptations to the curriculum.
d. Demonstrates a thorough knowledge of curriculum content.
e. Updates knowledge of curriculum to keep information current and relevant.
f. Maintains an awareness of new developments in curriculum content of (pilot programs, the specific grade level).
g. Enhances instruction by providing supplemental information related to the subject being taught.
h. Uses a variety of strategies to update knowledge of the curriculum.
i. Utilizes (metaphors, symbols, examples, experiments, discussion) to connect curriculum content and student knowledge.
j. Consults district curriculum guides when planning lessons.

13. Curriculum Management

a. Considers alternatives to worksheets as a method of instruction.
b. Demonstrates knowledge of (content, pedagogy).
c. Uses technology-based instruction.
d. Follows approved district (curriculum guides, teacher manuals, program guides) when planning instruction.
e. Demonstrates the ability to quickly master new (texts, techniques, technologies, materials, curricula, programs, concepts).
f. Stays current on new instructional (methods, materials, programs).
g. Explains and reinforces the lesson content.
h. Identifies and explains essential lesson concepts, principles, and skills.
i. Demonstrates a knowledge of curriculum guidelines.
j. Aligns lesson activities with lesson objectives.

14. Discipline (Classroom Management)

a. Skillfully defuses and eliminates crisis situations.
b. Maintains a classroom environment that is conducive to learning.
c. Maintains a (safe, organized, peaceful, happy) classroom environment.

d. Demonstrates effective classroom management.

e. Maintains a nurturing and supportive classroom environment.

f. Consistently implements and enforces (district, school, classroom) rules and regulations.

g. Demonstrates the ability to alleviate student off-task behaviors.

h. Develops methods of rewarding students for (good behavior, cooperation).

i. Stresses the importance of demonstrating acceptable behaviors.

j. Encourages all students to participate in learning that is meaningful and creative.

15. Evaluation

a. Establishes and sustains high performance standards for classroom performance.

b. Satisfies all (licensing, incentive, tenure) mandates.

c. Objectively considers (merit pay, performance-based compensation) as it pertains to professional accountability.

d. Keeps current with professional teaching practices through ongoing professional development.

e. Practices self-reflection to assess the quality of professional performance.

f. Remains open to constructive criticism and acts upon needed change.

g. Prepares for and cooperates with (peer reviews, informal/formal evaluations).

h. Works to attain professional excellence within (state, local, administrative) guidelines.

i. Self-assesses quality of teaching performance based on classroom effectiveness.

j. Knows the range of professional competencies that comprise evaluation criteria.

16. Extracurricular Activities

a. Agrees to perform additional duties upon request.

b. Gets involved in extracurricular activities.

c. Performs all assigned extracurricular duties.

d. Assists in monitoring student activities to ensure student (success, safety).

e. Volunteers to participate in (school, district, community) projects.

f. Joins the local parent/teacher organization.

g. Supports student participation in off-site (activities, contests, events).

h. Serves as a(n) (tutor, mentor, advisor, confidante, coach).

i. Mentors (teacher interns, new teachers, volunteers, paraeducators).

j. Continues professional development by aiding others.

17. Feedback to Students

a. Checks for understanding and reinforces lesson when necessary.

b. Provides timely feedback on (assignments, tests, quizzes, homework, classwork, projects, written work, performance).

c. Offers students constructive suggestions about their work.

d. Provides students with frank analysis of their (work, skills, accomplishments, strengths, weaknesses).

e. Rewards (good grades, effort, growth) with praise, reinforcing positive outcomes.

f. Dignifies student responses and offers commendations for a willingness to participate.

g. Uses e-mail to (review, discuss) classwork with students.

h. Frequently checks student (assignments, research projects, notebooks, journals, portfolios).

i. Provides constructive (verbal, nonverbal) feedback.

j. Monitors ongoing student progress during classes.

18. Goal Setting for Students

a. Challenges and guides students to achieve (high, realistic, challenging) goals.

b. Encourages students to take responsibility for their own improvement.

c. Inspires students to (learn, achieve, excel, explore, persevere, set goals).

d. Sets high expectations for all students.

e. Uses various strategies to promote student achievement.

f. Helps students develop (short-, long-) term (academic, personal, career) goals.

g. Prepares and enters into (learning, behavioral, achievement, performance) contracts with students.

h. Stresses the importance of excellent (attendance, punctuality, academic achievement).

i. Encourages achievement by implementing incentive programs.

j. Helps students choose acceptable role models.

19. Guidance

a. Makes appropriate referrals for student services and follow up support.

b. Serves as (mentor, counselor, friend, advisor) to students.

c. Points out the benefits of applying (innate, intuitive) talents.

d. Learns the individual needs and interests of students, and challenges them to achieve their goals.

e. Is conscientious about the responsibilities involved in working with students.

f. Emphasizes (sound health practices, safety, responsible behavior, a positive outlook, fitness).

g. Encourages students to work (independently, in groups) in an organized and focused manner.

h. Takes steps to ensure that students develop (social, career) skills.

i. Encourages students to become caring, responsible, constructive, and motivated contributors.

j. Helps students search for and obtain sources of (financial aid, academic tutoring, mentoring, and support).

20. Instructional Delivery

a. Masters a variety of teaching techniques.

b. Demonstrates proficiency in conveying lesson content.

c. Utilizes (lecture, chalkboard illustrations, question-and-answer sessions, whole-small-group discussion, thematic units, learning centers, audiovisual presentations, computer-assisted learning, cooperative grouping) as a teaching method.

d. Provides individualized instruction and involves students in the learning process.

e. Correlates subjects to facilitate comprehension.

f. Demonstrates the interrelatedness of subject matter by using thematic units as a teaching strategy.

g. Adjusts teaching (method, strategies, plans) when necessary.

h. Checks for comprehension during the lesson and adjusts teaching if necessary.

i. Involves students in problem-based learning.

j. Employs instructional strategies that have positive impacts on student learning.

21. Instructional Diversity

a. Enhances (textbook, workbook, chapter) information through the use of supplementary material.

b. Aligns instruction with lesson plans.

c. Avoids reliance on (textbook, worksheets) as the sole source of instruction.

d. Provides a variety of learning experiences, allowing students to think beyond the limits of the textbook.

e. Increases student participation by incorporating hands-on activities into the lesson.

f. Develops a distinctive and effective teaching methodology.

g. Engages students' hands as well as their minds.

h. Paces instruction so student involvement is neither rushed nor delayed.

i. Is mindful of individual student (talents, needs, learning styles, personalities, abilities) when forming groups.

j. Dares to be innovative.

22. Leadership Skills

a. Demonstrates a willingness to assume a leadership role in school (projects, activities, organization, grade-level meetings).

b. Cultivates leadership skills in order to play a greater role in school program initiatives.

c. Assumes greater responsibility for improving school climate.

d. Applies for grants designed to further professional goals.

e. Participates fully in (professional, school) activities.

f. Takes the opportunity to assume leadership positions.

g. Proactively works toward stated objectives.

h. Works collegially.

i. Shares responsibility with others.

j. Demonstrates an ability to effect positive change.

23. Learning Styles (Multiple Intelligences)

a. Researches proven authorities on the subject of multiple intelligences.

b. Acknowledges the various learning styles of students when posing questions.

c. Recognizes and meets the needs of students of multiple intelligences, including (verbal, bodily-kinesthetic, musical, naturalist, logical-mathematical, interpersonal, intrapersonal, and visual).

d. Maintains a differentiated classroom that offers various routes to learning.

e. Learns the stages of development of the individual students.

f. Provides individual attention where needed.

g. Utilizes test analysis as a basis for instructional delivery.

h. Demonstrates knowledge of student (aptitudes, innate talents).

i. Demonstrates knowledge of the (academic, social, emotional) development and principles of learning related to (preschool, primary, grammar, middle school, secondary school, special needs) students.

J. Devises plans that reflect knowledge of the varied (learning styles, multiple intelligences, basic skills, special needs) of students.

24. Lesson Objectives

a. Writes clearly defined lesson objectives.

b. Teaches to the objectives of the lesson.

c. Selects activities clearly aligned with the lesson objectives.

d. Explains the purpose of the lesson objectives.

e. Develops effective (short-, long-) term objectives.

f. Uses students frame of reference to help them understand lesson objectives.

g. Includes (skills, activities, expected outcome) in the lesson objective statement.

h. Displays lesson objectives for the lesson being taught.

i. Aligns all activities with the lesson objectives.

j. Includes (skill to be taught, method of learning, expected outcome) in the lesson objective.

25. Managing Academic Diversity

a. Remains sensitive to students academic needs in order to address their individual differences.

b. Regroups students when necessary.

c. Matches student readiness levels to level of difficulty of the material.

d. Makes learning relevant to students by considering their interests.

e. Plans lessons in which various student learning styles are considered.

f. Plans lessons that address individual differences within the class.

g. Prepares activities which address individualized learning styles.

h. Uses educational strategies that are sensitive to specific learning styles.

i. Conducts frequent assessments of student progress and initiates instructional intervention where necessary.

j. Gives graded assignments that begin at comfortable learning levels and gradually increase in difficulty as new skills are mastered.

26. Mandated Programs

a. Keeps abreast of and complies with local, state, and federal guidelines.

b. Adequately prepares students for standardized tests.

c. Maintains a professional portfolio that reflects professional skills and accomplishments.

d. Uses technology to prepare students for standardized tests.

e. Complies with district and statewide professional development mandates.

f. Participates fully in schoolwide professional development activities.

g. Addresses national, state, and local curriculum standards when planning and delivering instruction.

h. Volunteers to serve as a member of the school governance team.

i. Collaborates with the specialists responsible for providing services within the classroom.

j. Takes an active role in comprehensive school reform initiatives.

27. Materials

a. Provides a variety of appropriate supplemental materials to support the (curriculum, topic, subject, unit, theme).

b. Provides supplementary material appropriate to student developmental levels.

c. Takes an active role in (piloting, ordering, assessing) new curriculum materials.

d. Includes audiovisual equipment and technology in the lesson.

e. Updates resource materials and incorporates them into the curriculum.

f. Pilots (texts, programs) and assesses the new material.

g. Provides alternative materials for students when needed.

h. Selects materials that support (lesson objectives, instructional goals, student learning styles).

i. Gives students responsibility for the efficient handling and maintenance of (classroom, personal) materials.

j. Utilizes hands-on instructional materials that engage students mentally and physically.

28. Motivating Students

a. Encourages students to work toward meeting established goals.

b. Encourages students to (identify, realize, meet) goals equal to their potential.

c. Shows students the link between school achievement and attaining lifetime goals.

d. Encourages students to apply themselves and to enjoy the challenges of (accomplishing tasks, attaining goals, improving skills, learning).

e. Searches for effective stimuli to pique student interests.

f. Seeks alternate methods of promoting student participation, including (physical activity, art, music, poetry, creative writing, role playing, debating).

g. Promotes sound (study, research, note-taking) habits.

h. Encourages student interest in learning by (taking "virtual" field trips, logging onto the Internet, using interactive TV).

i. Encourages students to connect via e-mail with (institutions, individuals) around the globe for research and feedback.

j. Demonstrates caring for students and enjoys teaching them.

29. Motivating Students (Professional Practices)

a. Introduces (instructional techniques, projects, materials) that stimulate interest.

b. Seeks ways in which to improve student achievement.

c. Sets high achievement standards.

d. Highlights student work that exemplifies (quality, growth, effort).

e. Displays student work during (Open House, school/community events) and/or in (local newspapers, commercial establishments, libraries).

f. Praises students for their efforts and accomplishments.

g. Demonstrates the ability to motivate students.

h. Relates subject matter to real-world situations in order to promote a greater understanding of concepts.

i. Plans (field trips, assemblies, demonstrations) to enhance student enthusiasm.

j. Enters into partnerships with (museums, science centers, libraries, corporations, institutions of higher learning, agencies) to provide supplemental experiences.

30. Multiculturalism

a. Celebrates multiculturalism.

b. Respects student cultural differences.

c. Recognizes the (needs, interests, concerns) of students representing different ethnic groups.

d. Becomes proficient with (ESL, World Language) programs.

e. Helps students recognize the cultural (needs, interests, concerns) of their fellow students.

f. Fosters student interest in the cultural and artistic (influence, contribution) of others.

g. Increases student awareness of diverse cultures by promoting their attendance at (festivals, exhibits, performances, workshops).

h. Studies the various (cultural traditions, family structures, ethnography) of relevant student ethnicities.

i. Helps students arriving from other cultures acclimate to (policies, language, routines) in the school/classroom.

j. Teaches benefits of culturally diverse classrooms and schools.

31. Noninstructional Duties

a. Serves on planning committees for special school events.

b. Offers services to (PTA, Parent Council Organization, community groups).

c. Reports promptly for duty assignments and confines activities to the tasks related to (hall, lunchroom, bus, study hall, playground, fieldtrip monitoring duties, community activities, fundraising projects).

d. Establishes good rapport with the noninstructional personnel that perform school services.

e. Offers tutoring services to (students, community members, adult learners).

f. Assists (community, social service, juvenile justice) groups engaged in programs to aid children.

g. Participates in fundraising activities held for school-related projects.

h. Supports school (sporting, academic) events by attending when school is not in session.

i. Alerts (security, guidance, administrative) staff to unusual/dangerous situations.

j. Performs noninstructional tasks willingly, exhibiting grace and professionalism.

32. Nontenured Teacher

a. Draws on (college, student teaching) experience to handle new challenges.

b. Collaborates with mentor and other faculty members.

c. Builds positive relationships with school, community, and parent groups.

d. Engages in ongoing professional development through (distance learning, enrollment in degree programs, conferences, seminars, workshops).

e. Reflects on teaching performance skills and enhances/remediates where needed.

f. Requests and accepts (assistance, feedback) when needed.

g. Networks and brainstorms with (teacher–mentor, other nontenured staff, specialists) to obtain assistance.

h. Sustains a spirit of enthusiasm, commitment, and a strong desire to serve the needs of students.

i. Establishes a sound rapport with (school administrators, colleagues, students, parents, community).

j. Identifies areas of concern and implements a corrective action plan.

33. Organization

a. Organizes and maintains (files, records, documentation, plans, reports, portfolios).

b. Becomes organized and focused.

c. Becomes thorough and efficient.

d. Develops effective methods to cope with (routine, specialized) responsibilities.

e. Organizes classroom materials.

f. Maintains a comprehensive inventory of all classroom materials.

g. Organizes lesson content in order to enhance instruction.

h. Organizes and effectively manage students who are working in different group structures.

i. Accommodates the special needs of students with (physical, emotional) limitations.

j. Uses computer software programs to get better organized.

34. Parent Involvement

a. Communicates frequently and effectively with parents.

b. Maintains an open line of communication with (parents, community groups).

c. Regularly informs parents of student progress.

d. Communicates with parents through (visitations, writing letters, telephoning, e-mail, attending meetings).

e. Allays parent anxieties through frequent communication concerning their child's progress.

f. Helps parents recognize and understand the instructional methods by which their child learns.

g. Advises parents on setting up home-study areas for their child.

h. Studies cultural (customs, expectations) of parents.

i. Involves parents as (volunteers, lecturers) to assist in the classroom.

j. Establishes a partnership alliance with parents.

35. Personal Habits

a. Maintains a healthy sense of humor.

b. Maintains personal appearance and conduct, serving as a model for students.

c. Demonstrates (conscientiousness, reliability, energy, industriousness, professionalism).

d. Practices (patience, empathy, consistency, fairness, firmness) when dealing with students.

e. Is cooperative and helpful while performing duties.

f. Exhibits (energy, enthusiasm) while completing assignments.

g. Uses correct and expressive spoken and written language.

h. Remains open to change and to overcoming obstacles.

i. Maintains a professional demeanor.

j. Reflects on personal habits in light of accepted professional practices.

36. Physical Plant (Creativity/Aesthetics)

a. Maintains a neat and attractive classroom that is conducive to learning and to the well-being of the students.

b. Maintains a literature-rich classroom environment.

c. Displays student work.

d. Maintains an environment that reflects best professional practices.

e. Displays (charts, posters, hands-on projects) that reflect the (subjects, unit, themes) being taught.

f. Eliminates clutter.

g. Avoids cluttering classroom with too many materials.

h. Displays classroom visuals that reflect the (seasons of the year, course of study, unit, topic, subjects, focus areas).

i. Creates innovative (bulletin boards, workspaces) that reflect the focus of classroom study.

j. Partitions workspaces with creativity and environmental awareness.

37. Physical Plant (Instructional Space)

a. Maintains (teacher, student) workspaces in an orderly and safe condition.

b. Maintains an appropriate degree of (aeration, light) in the classroom.

c. Inventories and secures materials which pose potential safety hazards.

d. Provides students with ready access to (charts, chalkboards, supplies, equipment, books).

e. Provides adequate storage space for consumable/nonconsumable (materials, equipment).

f. Encourages students to maintain their (workspace, desks, classroom, floor space) in a neat and orderly condition.

g. Provides opportunities for students to share responsibility for maintaining the classroom.

h. Communicates classroom concerns to the appropriate staff member.

i. Eliminates (safety, health) hazards.

j. Forwards requests for classroom (repairs, maintenance, upkeep) to responsible building personnel.

38. Planning (Lesson Plans)

a. Plans effectively and comprehensively.

b. Devises student-centered plans that reflect (school, district) mandates as well as sound professional pedagogy.

c. Writes and makes available lesson plans that are clear, up-to-date, and adhere to the approved format.

d. Writes lesson plans that are aligned with (curriculum guides, grade, school mandates, district mandates, core standards, student IEPs).

e. Demonstrates an awareness of how children learn and includes effective teaching strategies in lesson plans.

f. Plans activities that are appropriate for the (developmental, academic, skill) level of the students.

g. Highlights specified area(s) in the planbook.

h. Infuses (basic skills, test-taking skills, technology, audiovisuals) into plans.

i. Upgrades the (content, clarity, neatness, quality, comprehensiveness) of the lesson plans.

j. Reflects an interdisciplinary approach to instructional delivery in the lesson plans.

39. Professional Development

a. Upgrades teaching proficiencies using (technology, laboratory projects, research, professional journals, related software, post-graduate courses, conferences/workshops, professional visitations).

b. Becomes a lifelong learner.

c. Remains receptive to educational reform initiatives.

d. Demonstrates the ability to assimilate and implement educational reform (techniques, mandates, methods, programs).

e. Follows educational trends and advancements so that personal knowledge remains current.

f. Observes alternative teaching practices by visiting (out-of-district school sites, colleges, laboratory schools, charter schools).

g. Purchases or subscribes to (professional journals, periodicals, book clubs) to keep abreast of contemporary issues in education.

h. Attends professional (workshops, seminars, conventions, symposiums, inservice sessions, continuing education courses) to remain current with educational developments and competencies.

i. Enrolls in (evening classes, weekend classes, Distance Learning courses, summer institutes, telecourses) to further professional growth.

j. Networks with (institutes of higher learning, teacher training centers, Internet chatrooms, professional groups, colleagues) to enhance professional knowledge.

40. Professional Habits (Personal)

a. Demonstrates proficiency in speaking and writing English.

b. Maintains a professional (appearance, record of attendance/ promptness, demeanor).

c. Is cooperative and agreeable.

d. Develops good communication skills.

e. Shows enthusiasm for teaching.

f. Is consistent, reliable, and competent while conducting (instructional, noninstructional) duties.

g. Maintains sound rapport with colleagues.

h. Exhibits a cooperative and helpful approach when performing professional duties.

i. Displays energy and enthusiasm in completing assignments.

j. Refrains from negativism.

41. Professional Habits (Workplace)

a. Is flexible and receptive to new (ideas, techniques, materials, methods, requirements, technology).

b. Follows (programs, projects) through to their logical conclusions.

c. Demonstrates a high degree of professionalism.

d. Willingly shares (ideas, materials, responsibilities, expertise) with colleagues.

e. Works effectively, both independently and collaboratively.

f. Demonstrates high expectations for (personal, student) achievement.

g. Supports the school (mission, vision, goal).

h. Keeps up to date with teaching techniques.

i. Works toward an advanced degree.

j. Keeps abreast of new developments relating to (subject area, grade level, curriculum, program, profession).

42. Rapport With Students

a. Relates to students in a manner that promotes trust and mutual respect.

b. Shows interest in students, both individually and collectively.

c. Encourages and support camaraderie among members of the class.

d. Serves as a(n) (counselor, confidante, advisor, mentor, guide).

e. Encourages open dialogue with students.

f. Expresses an interest in students in the larger school community.

g. Displays optimism, confidence, and hope when interacting with students.

h. Is firm but fair.

i. Encourages positive exchanges between students.

j. Strives to find qualities in each student that can be nurtured and celebrated.

43. Record Keeping

a. Maintains (up-to-date, neat, accurate) records.

b. Maintains accurate records of (attendance, academic progress, discipline, achievement).

c. Maintains a comprehensive roll book that reflects (student progress, grades).

d. Documents student work.

e. Keeps accurate (semester, term, marking period, annual, portfolio) records.

f. Maintains records according to (school, district) guidelines.

g. Responds promptly to requests for professional data.

h. Retains (school, district) memorandums for compliance and/or future reference.

i. Maintains comprehensive records of (completed, uncompleted, homework, research, workbook, reading, math, science) assignments.

j. Maintains a record of (contact with parents, professional development activities).

44. Relationships With Colleagues

a. Cultivates a warm professional relationship with colleagues.

b. Establishes a sound rapport with agencies that interact with (students, parents, the school).

c. Assists with (grade level, school, community) projects.

d. Interacts with (specialists, teacher assistants, aides, paraeducators) to enhance opportunities for student achievement.

e. Collaborates with (support staff, specialists, ESL/bilingual staff, Child Study Team, etc.) in order to enhance student success.

f. Openly and honestly communicates with colleagues.

g. Maintains sound relationships with (facilitators, substitute teachers, staff developers, aides, team/department leaders, administrators).

h. Willingly shares (ideas, materials, expertise, responsibilities) with colleagues.

i. Assumes (leadership, nonleadership) role when interacting with colleagues.

j. Demonstrates a commitment to the (goals, programs, agenda) of the school.

45. Relationships With Parents and Community

a. Notifies parents (frequently, often, weekly, monthly) of their child's progress.

b. Establishes a climate of mutual respect with (parents, the community).

c. Learns more about the various cultures represented in the school community.

d. Embraces the community in which the students live.

e. Learns about available community resources.

f. Engenders a parent-friendly atmosphere.

g. Uses (e-mail, telephone, letters) to communicate with parents.

h. Coordinates with (social service agencies, public safety units, community groups, corporations) to promote student-based initiatives.

i. Informally communicates (good news, concerns) to parents.

j. Interacts with students and families through community involvement.

46. School Climate

a. Enforces school (rules, code of conduct) on a consistent basis.

b. Establishes and maintains a firm and caring classroom environment.

c. Upholds (school, district, mandated) rules and regulations.

d. Explains the school code of conduct to students.

e. Maintains a classroom environment that inspires students to (reach for, attain) academic success.

f. Participates in school initiatives designed to enhance the (school, classroom) climate.

g. Strives to ensure that overall school climate remains positive.

h. Volunteers for school improvement committees.

i. Maintains an environment that fosters and values social and emotional growth.

j. Maintains a safe environment to ensure student (physical, emotional, personal) well-being.

47. Self-Assessment

a. Develops (self-assessment, reflective analysis) skills.

b. Remains open to constructive suggestions.

c. Routinely assesses professional performance.

d. Constructively critiques the delivery of instruction to help further (positive outcomes, student achievement, professional growth, administrative suggestions, action plan objectives).

e. Accepts accountability for student outcomes.

f. Sets rigorous personal performance standards.

g. Encourages student feedback.

h. Develops improvement plans based on prior performance assessments.

i. Develops and implements (strategies, projects, activities) to show that planned improvements have been realized.

j. Conducts an ongoing evaluation of effectiveness via (student outcomes, attainment of objectives, feedback from observations and/or evaluations).

48. Self-Esteem (Students)

a. Promotes student self-esteem and sensitivity to the feelings of others.

b. Recognizes and accepts student (contributions, feelings, ideas).

c. Maintains mutual respect with students.

d. Embraces the unique qualities of each student.

e. Encourages students to actively participate in class and interact positively with others.

f. Is sensitive to the (emotional needs, family concerns) of the students.

g. Remains nonjudgmental toward students.

h. Reinforces positive self-esteem in students.

i. Helps students develop self-confidence.

j. Demonstrates that each student is important and that their input matters.

49. Self-Motivation (Students)

a. Encourages students to fully participate in (classroom, extracurricular, sports, academic, cultural, group) activities.

b. Allows students to contribute to the selection of the instructional mode which affords them the best opportunity for success.

c. Lets students choose between different instructional methods, including (interest-based mini-lessons, learning center activities, hands-on activities, peer partners, independent research, experimentation, computer-assisted learning).

d. Teaches students self-motivation skills.

e. Holds students to rigorous standards of achievement.

f. Deters negative interactions between students regarding their (ability, progress, potential, grades).

g. Encourages curiosity.

h. Encourages students to share interests.

i. Promotes positive group interactions.

j. Encourage students to be leaders.

50. Special Needs (Special Education)

a. Maintains comprehensive data on students demonstrating special needs, in preparation for intervention.

b. Develops proficiency in working with special education (rules, regulations, legislation, timelines, guidelines, programs, personnel).

c. Understands (inclusion, mainstreaming) programs and precepts and works effectively with students in the program.

d. Works effectively with (Resource Room, inclusion, mainstreamed) students.

e. Knows the content of the individualized education plans (IEPs) of all students in the (special education, inclusion, mainstream, prevention, intervention) program.

f. Willingly addresses the needs of students who demonstrate varied levels of (academic, physical, emotional) development.

g. Promotes early identification and interventions where indicated.

h. Provides access to both the general curriculum and extracurricular activities for special needs students.

i. Is sensitive to the specific (developmental, physical, social, instructional, emotional) needs of special needs students.

j. Works productively with (crisis intervention staff, Child Study Team, special education staff, guidance counselor, parents, administrators) in order to coordinate needed student services.

51. Standards and Practices

a. Requires students to use proper grammar.
b. Requires students to write (neatly, clearly, correctly).
c. Routinely incorporates basal skills into lessons.
d. Upholds and enforces the (school mission, school policy).
e. Encourages students to "dress for success."
f. Teaches students to be (cooperative, personable, intelligent, team players, articulate).
g. Teaches students good (note-taking, communication, listening) skills.
h. Provides a challenging and rewarding educational experience for all students.
i. Develops a child-centered educational philosophy.
j. Promptly and effectively complies with all (school, district, state) mandates.

52. Student Behaviors

a. Anticipates and avoids student off-task behaviors.
b. Adjudicates conflict.
c. Uses (mediation, tact, understanding, patience, empathy, logic, wisdom, expertise) to remedy classroom problems.
d. Involves students in establishing classroom (rules, code of conduct).
e. Encourages student self-assessment.
f. Encourages student self-control.
g. Assists students in developing peer mediation skills.
h. Holds students accountable for their actions.
i. Reports/eliminates (bullying, aggressive, offensive, threatening) student behavior.
j. Involves students in monitoring the effectiveness of classroom rules.

53. Students First

a. Continuously assists students on an (individual, group) basis.
b. Recognizes (social, emotional, cultural) needs and interests of the students.
c. Communicates openly with students and parents.

d. Remains open and responsive to student needs.

e. Strives to meet the needs of all students.

f. Addresses both individual and group concerns.

g. Remains aware of (social, emotional, cultural, economic, familial) factors that impact students.

h. Focuses on the development and education of the whole child.

I. Seeks ways to positively impact the lives of students.

j. Demonstrates belief and dedication to the premise that all children can learn.

54. Supplemental Practices

a. Involves students in after-school activities.

b. Encourages student involvement in (school, city, regional, state, national) competitions.

c. Helps students (prepare, research, build, design) competition entries.

d. Volunteers special talents where needed.

e. Encourages students to get involved in a range of (extracurricular, social, athletic, educational) activities.

f. Serves as a school resource.

g. Serves as an (advisor, facilitator) for student activities.

h. Provides personal recommendations when requested.

i. Embraces a positive personal philosophy regarding (teaching, children, learning).

j. Provide tutoring services.

55. Supporting Students

a. Evaluates student aptitudes and assesses progress in the light of (abilities, scores, interests).

b. Allows students to critique their own work.

c. Regroups students and differentiates instruction according to academic need.

d. Conducts ongoing assessments and modifies instruction accordingly.

e. Provides an opportunity for students to demonstrate their achievement through a variety of methods.

f. Teaches students to evaluate their performance and strive for higher academic achievement.

g. Assesses student work fairly and celebrates their efforts.

h. Encourages students to strive for (improvement, excellence, greater achievement).

i. Conducts assessments and uses test results to facilitate (reteaching, remediation) efforts.

j. Supports student efforts to earn (Honor Society membership, awards, scholarships, grants, fellowships, certificates of achievement).

56. Teacher as Mentor

a. Participates in (school, district) teacher induction programs.

b. Shares professional experiences and teaching expertise with (colleagues, student teachers, professional development staff, aides, assistants, paraeducators).

c. Volunteers classroom as a laboratory in which best teaching practices can be observed.

d. Works toward (lead, master, head) teacher designation.

e. Supports initiatives to raise levels of teaching performance.

f. Demonstrates and shares strong organizational skills and sound classroom management techniques with (student teachers, teaching assistants, classroom aides, paraeducators).

g. Accepts (awards, honors, certificates, honorariums, testimonials, recognition) for professional achievement.

h. Volunteers as a student advisor.

i. Volunteers to host guest speakers.

j. Involves student teachers in collaborative problem-based teaching experiences to demonstrate best professional practices.

57. Technology (Professional Use)

a. Gains proficiency in the use of computer (software, e-mail, technology).

b. Explores technological advances as they relate to the students' (grade level, subject matter).

c. Participates in (district, college) workshops in order to upgrade technical skills.

d. Continues to research effective uses of the computers as a (teaching, learning) tool.

e. Incorporates technology into instruction in the content areas.

f. Builds upon (analytical, research, teaching) skills by gaining proficiency with technology.

g. Explores most recent advances in educational technology.

h. Develops (e-mail, distance learning, bookmarking, downloading) assignments.

i. Become proficient in technical language.

j. Is proficient in the use of computer-assisted instruction techniques, including the use of (graphics, multimedia, PowerPoint presentations, Hypermedia).

58. Technology (Student Centered)

a. Plans computer-assisted learning activities.

b. Creates opportunities for instructional use of the computer.

c. Assigns research projects based on using the Internet.

d. Encourages students to seek information on-line.

e. Incorporates (interactive, multimedia) technology into traditional instruction.

f. Delivers computerized instruction in addition to traditional methods.

g. Uses specialized software packages to enhance classroom activities.

h. Directs students to available resources in order to access (computers, software programs, e-mail).

i. Monitors the use and assesses the value of student work with (computers, Web sites, the Internet, e-mail, video games, videos).

j. Encourages students to collaborate in their use of personal computers.

59. Test-Taking Skills

a. Familiarize students with topics that will be covered on the test.

b. Incorporates test-taking strategies during classroom instruction.

c. Adequately prepares students for (proficiency, achievement, unit, midterm, final) exams.

d. Recognizes and addresses (factors, attitudes, anxieties, experiences) which negatively impact on students' performance on tests.

e. Enhances the opportunity for successful test-taking by providing (study books, tutoring, practice tests, specialized software, stress reduction, reviews).

f. Enables students to take tests via (voice mail, the Internet, e-mail).

g. Effectively interprets test results.

h. Articulates (relevance, scores, meaning) of student test results.

i. Provides information on (relaxation techniques, focus techniques, test structure, timed responses, feelings of self empowerment, adopting positive attitudes) to help improve test performance.

j. Teaches students to put test taking in the proper perspective.

60. Time Management

a. Eliminates classroom distractions.

b. Establishes priorities within the scheduled agenda.

c. Begins and ends (lessons, classes) promptly.

d. Allows sufficient time to complete (closure activities, assessments, recording of homework assignments, note taking, discussion).

e. Stresses to students the importance of productively utilizing class time.

f. Plans creative and productive ways to utilize (block scheduling, double periods) to enhance the learning experience.

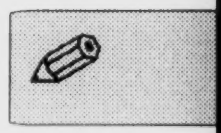
g. Promptly (delivers, picks up class) for special subject periods.

h. Uses preparation periods for school-related activities.

i. Organizes workspace for easy access to (supplies, equipment, personal effects).

j. Uses time wisely and well.

Section 3



Vocabulary Aids

The action verbs provided in this section will help personalize the 600 Teacher Proficiency Assessment Statements in Section 2 and provide alternative word choices that will help make each Improvement Plan unique.

Accept	Assume	Check
Accomodate	Assume responsibility	Choose
Achieve	Attend	Clearly articulate
Address	Author	Clearly define
Adhere	Avoid	Closely supervise
Adjust	Balance	Collaborate
Adopt	Be proactive	Communicate freely
Advise	Become	Comply
Alert	Become aware	Comply with
Align	Become knowledgeable	Conduct
Allay	Become responsive	Connect
Allow	Begin	Consult
Analyze	Brainstorm	Contribute
Anticipate	Broaden	Cooperate
Apply	Build	Cooperate with
Articulate	Build upon	Coordinate
Assess	Carry out	Correlate
Assess effectiveness	Celebrate	Correlate subjects
Assist	Challenge	Create

Critique	Enhance	Increase
Cultivate	Enter	Indicate
Define	Establish	Initiate
Delineate	Evaluate	Instruct
Deliver	Excel in	Interact
Demonstrate	Exhibit	Interact effectively
Design	Expedite	Introduce
Deter	Expend	Invent
Develop	Experiment	Inventory
Devise	Experiment with	Investigate
Direct	Explore	Involve
Discontinue	Facilitate	Keep
Discourage	Familiarize	Keep abreast of
Display	Familiarize with	Keep current with
Disseminate	Focus	Learn
Draw on	Follow	Limit
Ease	Foster	Maintain
Effectively assist	Gain	Make
Elicit	Gather	Make appropriate
Elicit interest	Gather creative	Manipulate
Eliminate	Generate	Match
Embrace	Give	Mentor
Emphasize	Give clear	Mitigate
Employ	Highlights	Model
Enable	Hold	Modify
Encourage	Identify	Monitor
End	Implement	Monitor use
Enforce	Improve	Network with
Engage in	Include	Obtain
Engender	Incorporate	Offer

Open
Organize
Pace
Pace instruction
Participate
Participate fully
Participate in
Perform
Pilot
Plan
Pose
Praises
Prepare
Present
Prevent
Promote
Provide
Provide help
Recognize
Reflect
Reflect on
Reflect upon
Regroup
Reinforce
Relate
Rely
Remain
Remain aware
Remain open
Remediate
Remove
Report
Request
Require
Respond
Respond accurately
Respond promptly
Retain
Review
Rouse
Routinely incorporate
Satisfy
Search
Search for
Secure
Seek
Select
Serve
Set
Set forth
Set rigorous
Share
Share responsibility
Show willingness
Stay
Stimulate
Stress
Strive
Structure
Subscribe
Support
Sustain
Take advantage of
Take steps to
Teach
Train
Tutor
Understand
Update
Upgrade
Uphold
Use
Utilize
Utilize appropriate
Value
Volunteer
Volunteer for
Work
Work effectively
Work toward
Write
Write clearly defined

PART II

REPRODUCIBLE FORMS

This section contains:

- Using the Improvement Plan Organizer
  Improvement Plan Organizer
- Using the Year-End Improvement Plan
  Year-End Improvement Plan
- Using the Improvement Plan Progress Report
  Improvement Plan Progress Report
- Using the Teacher Self-Assessment Form
  Teacher Self-Assessment Form

Section 4

Using the Improvement Plan Organizer

The open format of the Improvement Plan Organizer allows the principal to record improvement plan statements at a glance. Once the statements are recorded, the principal can use the Organizer to complete the Year-End Improvement Plan at any time. The steps to complete the Improvement Plan Organizer follow.

Step 1: Complete the teacher information at the top of the Organizer.

Step 2: From the 60 Proficiency Categories found on the Organizer, place a checkmark next to each category that reflects the teacher's strengths. Though the teacher may have several strengths worth noting, try to focus on no more than the 5 most noteworthy categories. If desirable, more categories can certainly be added.

Step 3: In the "Strengths" row of the Organizer, record the numbers of the chosen categories.

**Step 4:* Repeat Steps 2 and 3 for Areas Needing Improvement. You may want to use a different color pen, an "X," an asterisk, or some other device to mark each category that reflects the teacher's improvement areas. Then, repeat the same steps for the third row, Suggestions for Improvement/Action Plans.

Step 5: Locate each selected category in the 600 Proficiency Assessment Statements in Section 2. Choose the statement or statements from each category that most accurately describes the teacher's professional behavior. In the appropriate Organizer row, record the statement letter next to the accompanying category number.

*Note: Numbers indicate **categories.** Letters indicate **statements.**

In the following sample, you can see how easy it is to select and record your statements from the 600 Proficiency Assessment Statements.

ASSESSMENT AREAS	SELECTED STATEMENTS				
STRENGTHS	4 h	34 i			
AREAS NEEDING IMPROVEMENT	14				
SUGGESTIONS FOR IMPROVEMENT	14 f, g	52 j			

STRENGTHS

4 h = Clearly relates lesson objectives to the subject matter being introduced

34 i = Involves parents as volunteers to assist in the classroom

NEEDS IMPROVEMENT

14 = Discipline

SUGGESTIONS FOR IMPROVEMENT

14 f, g = Consistently implement and enforce school rules and regulations and demonstrate the ability to alleviate student off-task behaviors

52 j = Involve students in monitoring the effectiveness of classroom rules

Form 4.1 Improvement Plan Organizer

IMPROVEMENT PLAN ORGANIZER

Name_____

Department or Discipline _____ Grade_____

School_____ Date_____

60 Proficiency Categories

[ ] 1. Accountability
[ ] 2. Administration
[ ] 3. Affective Domain
[ ] 4. Anticipatory Set
[ ] 5. Assessment
[ ] 6. Behavior Modification
[ ] 7. Clarity (Instructional)
[ ] 8. Closure
[ ] 9. Creativity
[ ] 10. Critical Thinking
[ ] 11. Curriculum Delivery
[ ] 12. Curriculum Knowledge
[ ] 13. Curriculum Management
[ ] 14. Discipline
[ ] 15. Evaluation
[ ] 16. Extracurricular Activities
[ ] 17. Feedback to Students
[ ] 18. Goal-Setting (Students)
[ ] 19. Guidance (Students)
[ ] 20. Instructional Delivery
[ ] 21. Instructional Diversity
[ ] 22. Leadership Skills
[ ] 23. Learning Styles (M.I.)
[ ] 24. Lesson Objectives
[ ] 25. Managing Academic Diversity
[ ] 26. Mandated Program
[ ] 27. Materials
[ ] 28. Motivating Students
[ ] 29. Motivating Students (Professional)
[ ] 30. Multiculturalism
[ ] 31. Noninstructional Duties
[ ] 32. Nontenured Teacher
[ ] 33. Organization
[ ] 34. Parent Involvement
[ ] 35. Personal Habits
[ ] 36. Physical Plant (Creativity/Aesthetic)
[ ] 37. Physical Plant (Instructional)
[ ] 38. Planning (Lesson Plans)
[ ] 39. Professional Development
[ ] 40. Professional Habits (Personal)
[ ] 41. Professional Habits
[ ] 42. Rapport With Students
[ ] 43. Record Keeping
[ ] 44. Relationship With Colleagues
[ ] 45. Realtionships (Parents/Community)
[ ] 46. School Climate
[ ] 47. Self-Assessment
[ ] 48. Self-Esteem (Student)
[ ] 49. Self-Motivation (Student)
[ ] 50. Special Needs (Special Education)
[ ] 51. Standards and Practices
[ ] 52. Student Behaviors
[ ] 53. Students First
[ ] 54. Supplemental Practices
[ ] 55. Supporting Student Achievement
[ ] 56. Teacher as Mentor
[ ] 57. Technology (Professional Use)
[ ] 58. Technology (Student-Centered)
[ ] 59. Test-Taking Skill
[ ] 60. Time Management

STRENGTHS					
AREAS NEEDING IMPROVEMENT					
SUGGESTIONS FOR IMPROVEMENT					

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Section 5

Using the Year-End Improvement Plan

Using the information recorded previously on the Improvement Plan Organizer (see Section 4), you can assemble a professional improvement plan using the Year-End Improvement Plan form. To complete the plan, follow the steps below.

Step 1: Complete the teacher information at the top of the Organizer.

Step 2: Decode the proficiency assessment statements recorded in the Improvement Plan Organizer, edit accordingly, and record in the Year-End Improvement Plan. Add up to five statements for each of the three categories in the plan—Strengths, Areas Needing Improvement, and Suggestions for Improvement.

Step 3: Review the plan together with the teacher, and have him or her add comments.

**Step 4:* Complete the final checklist, date the document, and add signatures. The form can now be submitted to the district and/or filed as appropriate.

*Note: The format for the year-end improvement plan varies between school districts. Adapt this form as necessary.

Form 5.1 Year-End Improvement Plan

YEAR-END IMPROVEMENT PLAN

Name_____

Department or Discipline_____Grade_____

School_____ Date_____

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. _____
2. _____
3. _____
4. _____
5. _____

B. Areas Needing Improvement

1. _____
2. _____
3. _____
4. _____
5. _____

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement/Action Plans

1. _____
2. _____
3. _____
4. _____
5. _____

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TEACHER COMMENTS (Optional)

_____
_____
_____
_____
_____
_____

Attach additional sheets if necessary.

PERFORMANCE OBJECTIVES OF THE PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES_____NO_____

ELIGIBLE FOR SALARY INCREASE YES_____NO_____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____

DATE_____/_____/_____

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Section 6

Using the Improvement Plan Progress Report

The Progress Report is designed to promote teacher accountability and increase the principal's ability to manage instruction. To show how the Areas Needing Improvement category from the Year-End Improvement Plan is being addressed, the teacher completes the report prior to a progress evaluation. The following steps are utilized.

Step 1: Complete the teacher information at the top of the Progress Report, including the dates for the appropriate reporting period.

Step 2: Under the appropriate reporting period indicated by the principal, the teacher lists the topics taken from the Areas Needing Improvement section of the Year-End Improvement Plan.

Step 3: The teacher then notes the specific actions taken to address the areas of weakness (e.g. September–October). Next, all persons who have a role in the teacher's action are listed in the List Others Involved section of the form.

**Step 4:* In the Professional Development Program Chart, the teacher notes all professional development activities that he or she has satisfactorily completed during the current school year. Professional credits may be listed here as well. The teacher should submit copies of certificates and/or transcripts for all listed activities/credits with the Progress Report.

*Note: The principal may have teachers list credits accrued during previous years in order to examine progress made over an extended period of time.

Step 5: The administrator confers with the teacher regarding progress made. If necessary, the Improvement Plan is adjusted and subsequent steps for the next designated reporting period (e.g. January–March) are established. Remember that staff members listed as cofacilitators may attend the conference as well.

Step 6: The teacher initials and dates the report to indicate that the action plan has been reviewed. The principal signs off on each of the reporting periods after reviewing the report.

Form 6.1 Improvement Plan Progress Report

IMPROVEMENT PLAN PROGRESS REPORT

Name_____

Department or Discipline_____ Grade_____

School_____ Date_____

	REPORTING PERIOD _____to_____	REPORTING PERIOD _____to_____
AREA(S) NEEDING IMPROVEMENT		
ACTIONS TAKEN		
LIST OTHERS INVOLVED		

	ACTIVITY	SITE	EARNED HOURS*	DATE(S)
PROFESSIONAL DEVELOPMENT				
		TOTAL:	_____	

*Attach copy of transcipt(s)/certificate(s)

DATE SUBMITTED _____ ( ) INITIALS DATE SUBMITTED _____ ( ) INITIALS

SIGNATURE

_____

Attach additional sheets if necessary.

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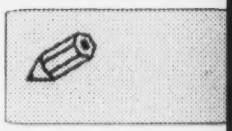
Section 7



Using the Teacher Self-Assessment Form

The optional Teacher Self-Assessment Form allows the classroom teacher to give input *prior* to the completion of the Year-End Improvement Plan. To incorporate the self-assessment into the final improvement plan, the evaluator can simply follow the steps outlined below.

Step 1: Distribute the Teacher Self-Assessment Form at least 1 week prior to a planned classroom observation.

Step 2: From the 60 Proficiency Categories at the top of the form, the teacher indicates which areas reflect *strengths* by placing a checkmark next to the appropriate category.

Step 3: In the Strengths column of the assessment form, the teacher records the numbers of the chosen categories.

**Step 4:* Repeat Steps 2 and 3 for Areas Needing Improvement. The teacher may want to use a different color pen, an "X," a dot, or some other device to mark each category that reflects a teacher's improvement areas.

Step 5: The teacher submits the completed self-assessment form to the principal immediately prior to the classroom observation.

**Note:* The principal can also provide teachers with the 600 Proficiency Assessment Statements and ask them to record even more specific information to assist in the assessment.

The principal can then use the completed Teacher Self-Assessment Form to monitor the teacher's concerns about his or her own strengths and weaknesses, and incorporate the assessment into the final Year-End Improvement Plan.

Again, the Teacher Self-Assessment Form is an optional document and is intended not only to assist the principal but also to involve the teacher directly in his or her own evaluation.

Form 7.1 Teacher Self-Assessment Form

TEACHER SELF-ASSESSMENT FORM

Name_____

Department or Discipline _____ Grade_____

School_____ Date_____

60 Proficiency Categories

[ ] 1. Accountability
[ ] 2. Administration
[ ] 3. Affective Domain
[ ] 4. Anticipatory Set
[ ] 5. Assessment
[ ] 6. Behavior Modification
[ ] 7. Clarity (Instructional)
[ ] 8. Closure
[ ] 9. Creativity
[ ] 10. Critical Thinking
[ ] 11. Curriculum Delivery
[ ] 12. Curriculum Knowledge
[ ] 13. Curriculum Management
[ ] 14. Discipline
[ ] 15. Evaluation
[ ] 16. Extracurricular Activities
[ ] 17. Feedback to Students
[ ] 18. Goal-Setting (Students)
[ ] 19. Guidance (Students)
[ ] 20. Instructional Delivery
[ ] 21. Instructional Diversity
[ ] 22. Leadership Skills
[ ] 23. Learning Styles (M.I.)
[ ] 24. Lesson Objectives
[ ] 25. Managing Academic Diversity
[ ] 26. Mandated Program
[ ] 27. Materials
[ ] 28. Motivating Students
[ ] 29. Motivating Students (Professional)
[ ] 30. Multiculturalism
[ ] 31. Noninstructional Duties
[ ] 32. Nontenured Teacher
[ ] 33. Organization
[ ] 34. Parent Involvement
[ ] 35. Personal Habits
[ ] 36. Physical Plant (Creativity/Aesthetic)
[ ] 37. Physical Plant (Instructional)
[ ] 38. Planning (Lesson Plans)
[ ] 39. Professional Development
[ ] 40. Professional Habits (Personal)
[ ] 41. Professional Habits
[ ] 42. Rapport With Students
[ ] 43. Record Keeping
[ ] 44. Relationship With Colleagues
[ ] 45. Realtionships (Parents/Community)
[ ] 46. School Climate
[ ] 47. Self-Assessment
[ ] 48. Self-Esteem (Student)
[ ] 49. Self-Motivation (Student)
[ ] 50. Special Needs (Special Education)
[ ] 51. Standards and Practices
[ ] 52. Student Behaviors
[ ] 53. Students First
[ ] 54. Supplemental Practices
[ ] 55. Supporting Student Achievement
[ ] 56. Teacher as Mentor
[ ] 57. Technology (Professional Use)
[ ] 58. Technology (Student-Centered)
[ ] 59. Test-Taking Skill
[ ] 60. Time Management

STRENGTHS	AREAS NEEDING IMPROVEMENT
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

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PART III

THE DOCUMENT IN ACTION

This section contains:

- Writing Suggestions for Improvement/Action Plans
- Sample Improvement Plans
- Frequently Asked Questions (FAQs)

Section 8

Writing Suggestions for Improvement/Action Plans

The most critical component of the improvement plan is the "Suggestions for Improvement" segment. "Suggestions for Improvement" and "Action Plans" are frequently interchangeable, and many districts do not delineate between the two areas. The statements contained in *Writing Year-End Teacher Improvement Plans—Right Now!* are couched in generic language, thereby enabling them to be used in all sections of the year-end plan. They are relevant to the vast majority of teachers and educational situations.

Actions, however, call for more specificity and must be tailormade to your teacher, your school, your community, and, most important, to your students' needs. It is implausible to suggest that any third party can devise the best action plan for every teacher or situation. That responsibility lies within the sole purview of the principal and teacher. We see our role as facilitators to the process, easing the way for you, the busy administrator. We are the wheels, you, the motor that fuels and powers the motion.

One method of customizing your report is to add information gathered from on-site observations and evaluations conducted during the school year. To illustrate how this book supports your efforts, we will take several examples of improvement suggestions and show how they can be translated into concrete action steps.

Example #1—7th Grade Teacher:

Areas Needing Improvement

1. Instructional Diversity (Category 21)

Suggestions for Improvement/Action Plan (Statement a)

1. Enhance social studies textbook information by introducing *McArles's Touring Book for Juniors* as supplementary material.

Example #2—Mathematics Teacher

Areas Needing Improvement

1. Professional Development (Category 39)

Suggestions for Improvement (g)

1. Needs to purchase or subscribe to journals to keep abreast of contemporary issues in education.

Action to Be Taken

1. Buy and read at least two books on alternative problem-solving strategies for math teachers.

Example #3—Example for an Early Childhood Teacher

Areas Needing Improvement

1. Creativity (Category 9)

Suggestions for Improvement (g)

1. Draw on experiences gained during student teaching in order to handle new challenge of teaching preschool-age children.
2. Devote 30 minutes during the morning session and 40 minutes during the classroom session for the class to engage in hands-on activities.

Example #4—Example for a Physical Education Teacher

Areas Needing Improvement

1. Self-esteem (Students) (Category 48)

Suggestions for Improvement (e, i)

1. Needs to help students develop self-confidence and encourage them to participate in class and interact positively with others.

**Actions to Be Taken*

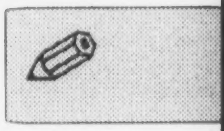
1. Deter negative interactions between students regarding physical abilities by rotating team membership at least twice during each gym period. (49f)
2. Devote a full class period to reviewing the rules and regulations of soccer.
3. Teach students to be team players. (51f)

*Note: Editing your selections is an important step in effectively completing year-end improvement plans. Note the different approaches used above in Example #4, under Actions to Be Taken, that result in a detailed formula for teacher improvement.

- The selection of 49f represents Category 49 (Self-Motivation: Students), and Statement f in that category. A clinical observation segment, "rotating team membership at least twice during each gym period," has been added.
- The principal's clinical observation revealed that the teacher allows students to form teams based upon cliques and friendships.
- Category 51 (Standards and Practices), statement f is written just as it appears in Section 2.

The more you use this book, the more uses you will find for it. There are endless variations in the way *Writing Year-End Teacher Improvement Plans—Right Now!!* makes the task of completing annual reports quicker and easier.

Section 9



Sample Improvement Plans

Figure 9.1 Sample Year-End Teacher Improvement Plan #1

Name Ms. Eugenie Provosty
Department or Discipline _____ Grade 2
School Pinecrest Primary School Date 12/4/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Strives to meet student academic and emotional needs. **Category 3, Statement d**
2. Practices self-reflection to assess the quality of professional performance. **Category 15, Statement e**
3. Keeps parents informed of their child's progress.

B. Areas Needing Improvement

1. Physical Plant (Creativity/Aesthetics) **Category 36**
2. Supplemental Practices **Category 54**

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Avoid cluttering classroom with too many materials, by using storage bins located in Industrial Arts Woodshop. **Category 36, Statement g**
2. Need to volunteer special musical talents for school's Back-to-School Night.

TEACHER COMMENTS (OPTIONAL) _____
_____
_____
_____
Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE _____

EVALUATOR'S SIGNATURE _____
DATE_____/_____/_____

Figure 9.2 Sample Year-End Teacher Improvement Plan #2

Name Ms. Robin Doran
Department or Discipline _____ Grade 5
School St. Louis Magnet School _____ Date 12/4/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

Ms. Doran is proficient in computer technology and delivers computerized instruction, in addition to traditional methods of instruction. She strives to meet the needs of all students by focusing on the development and education of the whole child. She allows children to make choices between various methods of instruction.

B. Areas Needing Improvement

1. Ms. Doran fails to maintain a peaceful classroom environment.
2. A positive relation with parents has not yet been established.

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement/Action Plans

There is a need to demonstrate effective classroom management skills by developing a system of rewards and penalties. Clearly define and articulate classroom behavioral standards, and post rules where they can be easily reviewed. Communicate frequently with parents and keep them informed of their child's progress by leaving weekly messages using the automated telephone reporting system.

TEACHER COMMENTS (OPTIONAL) _____
_____
_____
_____
Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____
ELIGIBLE FOR REHIRE YES _____NO _____
ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE _____

EVALUATOR'S SIGNATURE _____
DATE_____/_____/_____

Figure 9.3 Sample Year-End Teacher Improvement Plan #3

Name Mr. Somer Mishu
Department or Discipline English Grade 5
School Brentwood Middle School Date X/XX/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

Mr. Mishu stresses the importance of productively using class time. He maintains a safe environment which ensures students' physical well being.

Mr. Mishu maintains a professional appearance and demeanor.

B. Areas Needing Improvement

1. Clarity
2. Curriculum Knowledge

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

Mr. Mishu needs to be responsive to questions posed by students and explain and reinforce skills to be taught by conducting a study hall tutoring session once per week. He should demonstrate the ability to relate to students in a manner that promotes trust by serving as an adviser to the Student Government Alliance during the 2001-2002 school year.

TEACHER COMMENTS (OPTIONAL) _____
_____
_____
_____
Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____
ELIGIBLE FOR REHIRE YES _____NO _____
ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.4 Sample Year-End Teacher Improvement Plan #4

Name Ms. Rebecca Davis
Department or Discipline Special Education Grade _____
School Deauville Academy Date X/XX/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Provides access to extracurricular activities for special needs students, ensuring that they develop social skills. (50h)
2. Keeps abreast of and complies with local-, state-, and federal-mandated guidelines. (26a)
3. Assists social service agencies engaged in programs for children. (31f)

B. Areas Needing Improvement

1. Planning (Lesson Plans) (38)

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Writes lesson plans that are aligned with student IEPs. (38d)
2. Needs to maintain a record of contact with parents. (43j)
3. Get to know the content of the individualized education plans (IEPs) of all students in your class. (50e)

D. Actions to Be Taken

1. Write lesson plans that are aligned with district mandates and highlight specified areas in the planbook. (38d, g)
2. Plan lessons that address individual differences within the class. (25f) Collaborate with Learning Disabilities Specialist.
3. Maintain a record of parental visitations in your planbook.

TEACHER COMMENTS (OPTIONAL) _____
_____
_____
_____
Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____
ELIGIBLE FOR REHIRE YES _____NO _____
ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.5 Sample Year-End Teacher Improvement Plan #5

OPEN DOOR SCHOOL DISTRICT 1

Name Mr. Trevor Lewis
Department or Discipline Social Studies Grade 10
School John Jones High Date 12/4/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Remains open to administrative suggestions for improvement. **Category 2, Statement b**
2. Explains and reinforces skills to be taught. **Category 7, Statement a**
3. Updates resource materials and incorporates them into the curriculum. **Category 27, Statement e**
4. Demonstrates proficiency in speaking and writing English. **Category 40, Statement a**

B. Areas Needing Improvement

1. Critical Thinking **Category 10**
2. Professional Habits (Personal) **Category 40**
3. School Climate **Category 46**

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Employ strategies that promote student intellectual abilities and problem-solving skills. **Category 10, Statement f.**
2. Encourage students to work toward meeting established goals. **Category 28, Statement a**
3. Become cooperative and agreeable. **Category 40, Statement c**
4. Demonstrate flexibility and receptivity to new techniques and technology. **Category 41, Statement a**
5. Maintain a classroom environment that inspires students to academic success. **Category 46, Statement e**
6. Utilize positive reinforcement and encouragement to promote good behavior. **Category 6, Statement b**

TEACHER COMMENTS (OPTIONAL) _____

_____

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_____

Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.6 Sample Year-End Teacher Improvement Plan #6

WE DO LEARN SCHOOL DISTRICT 22

Name Ms. Grace Jun
Department or Discipline Mathematics Grade 9
School Hickory High Date 3/17/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Maintains an easy rapport with students.
2. Incorporates required curriculum into theme-based unit planning.
3. Engages all students in learning that is meaningful, creative, and requires total participation.

B. Areas Needing Improvement

1. Anticipatory Set
2. Clarity (Instructional)
3. Instructional Delivery

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Elicit interest in the subject matter through utilizing thought-provoking introductions.
2. Provide information that is appropriate for students' ability levels.
3. Check for comprehension during the lesson and adjust teaching style if needed.

TEACHER COMMENTS (OPTIONAL) _____

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Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.7 Sample Year-End Teacher Improvement Plan #7

NEVER FAIL SCHOOL DISTRICT 333

Name Mr. Jeffrey Serber
Department or Discipline History Grade 11
School Woodford County High School Date 5/22/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Helps parents recognize and understand the methods by which their child learns.
2. Gives students opportunities to share responsibility for maintaining the classroom.
3. Critiques the delivery of instruction in light of furthering student achievement.

B. Areas Needing Improvement

1. Professional Development
2. Professional Habits (Personal)

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Remain open and receptive to educational reform initiatives.
2. Exhibit a cooperative and helpful approach in the performance of professional duties.

TEACHER COMMENTS (OPTIONAL) _____

_____

_____

_____

Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.8 Sample Year-End Teacher Improvement Plan #8

GREATER SCHOOL DISTRICT 44

Name Ms. Charlotte Jenkins
Department or Discipline Science Grade 12
School Kennedy High School Date 11/13/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Remains aware of the various learning styles of the students while posing questions.
2. Uses specialized software packages to supplement classroom activities.
3. Allows sufficient time to complete closure activities and note taking.

B. Areas Needing Improvement

1. Special Needs (Special Education)
2. Supporting Student Achievement
3. Test-Taking Skills

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Maintain comprehensive data on students who demonstrate special needs, in preparation for intervention. Serve as a mentor.
2. Encourage students to strive toward excellence.
3. Effectively assist students on an individual basis.
4. Instruct students in test-taking techniques by incorporating test-taking strategies during instruction.

TEACHER COMMENTS (OPTIONAL)_____

_____

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Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.9 Sample Year-End Teacher Improvement Plan #9

FOR EVER SCHOOL DISTRICT 5

Name Mr. Shawn Taylor
Department or Discipline English Grade 9
School George Washington High School Date 7/5/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strength

1. Monitors students' ongoing progress during classroom sessions.
2. Provides supplementary materials appropriate to students' developmental levels.
3. Strives to find qualities in each student that can be nurtured and celebrated.

B. Areas Needing Improvement

1. Discipline (Classroom Management)
2. Curriculum Knowledge
3. Leadership Skills
4. Record Keeping

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Engage all students in learning that is meaningful, creative, and requires total participation.
2. Consult district curriculum guide when planning lessons.
3. Apply for grants geared toward furthering professional goals.
4. Respond promptly and accurately to requests for professional data.

TEACHER COMMENTS (OPTIONAL) _____

_____

_____

_____

Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____
ELIGIBLE FOR REHIRE YES _____NO _____
ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.10 Sample Year-End Teacher Improvement Plan #10

DIPLOMA SCHOOL DISTRICT 626

Name Mr. David McClough
Department or Discipline Chemistry Grade 10
School Glenbrook South High School Date 10/11/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Interacts effectively with specialists in order to enhance opportunities for student achievement.
2. Collaborates with support staff in order to enhance possibilities for students success.
3. Maintains open communication with colleagues.
4. Maintains a sound relationship with department leaders and administrators.

B. Areas Needing Improvement

1. Multiculturalism
2. Standards and Practices
3. Supporting Students

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Remain respectful of student cultural differences.
2. Routinely incorporate basic skills into the lessons.
3. Provide opportunities for students to demonstrate their achievement through a variety of methods.

TEACHER COMMENTS (OPTIONAL)_____

_____

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Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES ____NO ____

ELIGIBLE FOR REHIRE YES ____NO ____

ELIGIBLE FOR SALARY INCREASE YES ____NO ____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.11 Sample Year-End Teacher Improvement Plan #11

VICTORIOUS SCHOOL DISTRICT 77

Name Ms. Jennifer Johnstone
Department or Discipline Special Education Grade 9
School Seattle High Charter School Date 4/22/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Implements constructive suggestions given as a result of observations by administrators.

B. Areas Needing Improvement

1. Goal Setting for Students
2. Motivating Professional Practice
3. Planning (Lesson Plans)
4. Record Keeping

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Encourage students to take responsibility for their own improvement.
2. Display student work during community events and in commercial establishments. Praise students for the effort, which leads to achievement.
3. Plan effectively and comprehensively. Write and make available lesson plans that are clear, up-to-date, adhere to the approved format. Reflect an interdisciplinary approach to instructional delivery in your lesson plans.
4. Maintain excellent documentation of student work.

TEACHER COMMENTS (OPTIONAL) _____
_____
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_____
Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____
ELIGIBLE FOR REHIRE YES _____NO _____
ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.12 Sample Year-End Teacher Improvement Plan #12

KNOW YOUR GOALS SCHOOL DISTRICT 8

Name Mr. Paul Gutierrez
Department or Discipline Physical Education Grade 10
School El Camino Real High School Date 12/18/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Demonstrates ability to quickly and effectively master new techniques.

B. Areas Needing Improvement

1. Curriculum Management
2. Managing Academic Diversity
3. Physical Plant (Creativity/Aesthetics)

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions For Improvement

1. Demonstrate knowledge of pedagogy.
2. Teach for cognitive understanding.
3. Prepare activities that address individualized learning styles.
4. Remain mindful of student abilities when forming groups.
5. Display student work.

TEACHER COMMENTS (OPTIONAL) _____
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_____
Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____
ELIGIBLE FOR REHIRE YES _____NO _____
ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.13 Sample Year-End Teacher Improvement Plan #13

PREP SCHOOL DISTRICT 90

Name Mr. Greg Hahn
Department or Discipline Health Grade 11
School Duggans High School Date 6/14/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Defines lesson objectives as they relate to the material being introduced.
2. Gives clear directions and explanations.
3. Checks for understanding and reviews the material when necessary.
4. Acclimates new students from various cultures to classroom routines.

B. Areas Needing Improvement

1. Lesson Objectives
2. Learning Styles (Multiple Intelligences)
3. Students First

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Remain sensitive to students' academic needs and address their individual differences. Regroup students when needed. Match student readiness level to learning opportunities in order to facilitate comprehension.
2. Provide individual attention where needed. Communicate freely with students and their parents.
3. Remain open and responsive to the students' needs. Strive to meet the needs of all students.

TEACHER COMMENTS (OPTIONAL) _____

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Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Figure 9.14 Sample Year-End Teacher Improvement Plan #14

LIFE GOALS SCHOOL DISTRICT 100

Name Ms. Amelia Iribarren
Department or Discipline Earth Science Grade 11
School French Boys' High Date 2/16/XX

SECTION ONE: YEAR-END ASSESSMENT

A. Overall Strengths

1. Serves as an academic adviser for student activities.

B. Areas Needing Improvement

1. Extracurricular Activities
2. Organization

SECTION TWO: YEAR-END IMPROVEMENT PLAN

C. Suggestions for Improvement

1. Volunteer for additional duties.
2. Organize and effectively manage students working in varied group structures.

TEACHER COMMENTS (OPTIONAL) _____

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Use additional sheets if necessary

PERFORMANCE OBJECTIVES OF PREVIOUS YEAR MET?
YES _____NO _____

ELIGIBLE FOR REHIRE YES _____NO _____

ELIGIBLE FOR SALARY INCREASE YES _____NO _____

EVALUATEE'S SIGNATURE_____

EVALUATOR'S SIGNATURE_____
DATE_____/_____/_____

Section 10

Frequently Asked Questions (FAQs)

This section evolved from the routine practices of the technological age in which we live. "Frequently asked questions" screens on our personal computers invariably receive our attention, as we are very often curious about the reactions and experiences of others with similar interests. We have tried to answer that curiosity in this section.

Frequently Asked Questions and Answers

1. **Each school is unique. How can this Guide meet the diverse needs of schools, districts, and states?**

   ANSWER: The teaching copetencies outlined in the 60 Proficiency Categories of the book represent universally accepted best teaching practices.

2. **I've used many of these statements. Why do I need this book?**

   ANSWER: Having used similar statements in completing reports, you recognize and appreciate the value of the professional content of the book. Now, the book places a rich compendium of ideas at your fingertips, ready to access.

3. **Won't I run out of assessment statements?**

   ANSWER: While the proficiencies expected from teaching professionals are similar, each teacher presents a different approach to carrying out professional duties. The book allows you to capture the most subtle nuance of each teacher's performance. It is unlikely that you will deplete the wide range of combinations of statements the book provides.

4. **By using this book, my staff might think they are receiving programmed material, unrelated to their individual profile(s). Won't this erode their confidence in this method of writing annual plans?**

   ANSWER: See the answer to Question 3.

5. **My teachers are responsible for charting their own action plans. Can they use this book?**

   ANSWER: Principals approach the writing of annual plans in a variety of ways. The book can be effectively used by the (a) principal, (b) teacher, or (c) administrator/teacher team.

6. **Educational change is to be expected. Does the book remain current in the face of these changes?**

   ANSWER: The teaching proficiencies outlined in the book are standard and unlikely to need replacement. Principals are encouraged to add clinical observation segments to the statements so that the reports will be tailormade to the teacher, school, and district.

   It is expected that revised editions of Writing Year-End Teacher Improvement Plans—Right Now!! *will encompass major reform issues.*

7. **My entire district has this book. How can I keep my year-end reports unique from those of my colleagues?**

   ANSWER: See the answer to Question 3.

8. **My school clerk types my reports. How can I save time if I have to write them out for her?**

   ANSWER: Aside from offering a highly professional administrative tool, the main thrust of Writing Year-End Teacher Improvement Plans—Right Now!! *is to save valuable administrative time. The handy, simple-to-use Improvement Plan Organizer allows you to write your selections by using a quick-code method (see "Using the Improvement Plan Organizer," pp. 51-53). Complete statements can then be quickly 'decoded' onto your improvement plan form.* ***Of course, by using the CD-ROM, available with the book, decoding becomes a matter of "point and click."***

9. **I have the book. Why do I need the CD-ROM?**

   ANSWER: See the ***boldfaced*** *text in the answer to Question 8.*

10. Can I use this book to write annual plans for specialists, or even substitutes?

ANSWER: There's something for everyone in Writing Year-End Teacher Improvement Plans—Right Now!! *When writing year-end plans for teachers of special subjects, it is recommended that you include clinical supervision segments in your statements. Some sample evaluations for teachers of special subjects have been included in the section titled "Sample Improvement Plans."*

Substitute teachers share most of the teaching proficiencies required of the permanent teaching staff, thus they would be assessed by the same criteria.

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The Corwin Press logo—a raven striding across an open book—represents the happy union of courage and learning. We are a professional-level publisher of books and journals for K–12 educators, and we are committed to creating and providing resources that embody these qualities. Corwin's motto is "Success for All Learners."

Writing Year-End Teacher Improvement Plans — Right Now!!

Simplify one of the most time-consuming tasks for school administrators—writing professional improvement plans for your teaching staff. Barker and Searchwell have provided all the tools needed to prepare concise, personalized, and professional teacher improvement plans.

- 60 proficiency categories
- 600 proficiency assessment statements
- Supplementary vocabulary
- Step-by-step guide to completing each plan
- Reproducible forms
- Completed sample improvement plan
- Frequently Asked Questions (FAQs)

Writing Year-End Teacher Improvement Plans—Right Now!! [illegible] easy, producing clear, comprehensive improvement plans. The authors provide reproducible sheets and directions to help you create an improvement plan that [illegible] schematic the individual strengths of each faculty member, point out the areas [illegible] needing improvement, and suggest action plans for continued development. A variety [illegible] forms, including progress reports and teacher self-assessments, are also included.

[illegible] forms, formats, and reports are available on an [illegible] disk. You can [illegible] choose the appropriate proficiency statements and other information, then [illegible] print and save the final improvement plan report. It's a flexible, [illegible] tool for all administrators!

ABOUT THE AUTHORS

Cornelius L. Barker is a much sought-after lecturer for school and community groups on the subject of current cognitive and behavioral trends exhibited by today's youth. His career in education has spanned more than 25 years in the capacity of classroom teacher and administrator at both the elementary and secondary levels. He is currently serving as a building administrator in a large secondary school.

Claudette J. Searchwell is a retired elementary school principal whose career spanned 34 years in the public schools. Her service in the field of education included posts as classroom teacher, assistant director of a federal basic skills program, coordinator of citywide after-school and summer programs, assistant principal, and principal. She is now a member of the adjunct staff at Kean University, Union, New Jersey, serving as supervisor of precertification students completing their senior internship.

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